**Session 1 Within a Pandemic**

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| Andrew Metcalf | Using Air Pollution as a Tool for Research | While air pollution presents many challenges as its own scientific discipline, we can also use air pollution as a tool in other fields of research. For example, by measuring the movement of particulate matter in a room, perhaps called indoor air pollution, one can experimentally verify the movement of air within a confined space to better inform the design of heating, ventilation, and air conditioning systems. In this talk, I will present results from a classroom study which employed the use of particulate matter to determine exposure mitigation strategies to make Clemson classrooms safer during the COVID-19 pandemic. I will also discuss ideas for expanding this work to other research fields. |
| Lior Rennert | Effective strategies for SARS-CoV-2 mitigation | The public health strategy and modeling team at Clemson University developed and implemented several testing strategy to mitigate the spread of SARS-CoV-2 on University campuses, including pre-arrival testing and surveillance testing. The surveillance testing strategies were guided by modeling studies demonstrating that efficient resource allocation can drastically reduce disease spread. |
| Rachel Getman | Reducing Out-of-Pocket Costs for Our Students Through Open Educational Resources | Through the switch to virtual learning caused by the 2020 covid-19 pandemic, many university faculty have now tried out several online teaching strategies and technologies. An advantage of many of these resources is that they are freely available to Clemson University students, faculty, and staff (e.g., Khan Academy, YouTube, Canvas). In this talk, we discuss retaining some of these resources as we transition back to in-person learning as replacements for their more expensive counterparts in order to reduce out-of-pocket costs for Clemson University students. Data about student perceptions of free versus pricey educational resources will be presented. |
| Amalia Leifeste  (virtual) | Drawing Buildings in a Pandemic: changing pedological sequence | The Graduate Program in Historic Preservation, like many historic preservation programs, relies heavily on experiential learning, specifically fieldwork. Creating measured drawings of historic buildings is one of the skill sets taught in the first semester of the 2-year curriculum through intensive fieldwork. Digital recording techniques (namely 3D laser scanning and photogrammetry) have been part of the curriculum as elective offerings for several years. With the shift to virtual learning in the Fall of 2020 Associate Professor Amalia Leifeste flipped the sequencing of teaching these techniques, and reflects on the efficacy of that shift in this presentation. |
| Delphine Dean  (POSTER) | Beyond COVID-19: Collaborative Research Opportunities and Available Resources at Clemson’s New On Campus Diagnostic Lab (the REDDI Lab)” |  |